

AI SK Dynamic Learning Paradigm

“This is who we are and this is what we do”



ADLP MODEL

AI SK DYNAMIC LEARNING PARADIGM (ADLP)

Since inception, AI SK has embraced the student-centered philosophy for content delivery, while ensuring relevance to the world within which our students live and play. At the heart of our program is our own student-centered formula, AI SK's Dynamic Learning Paradigm (ADLP) – this philosophy not only trains and equips students to progress to tertiary learning (and eventually the job market) but embeds the core skill sets to make them successful in life.

ADLP shifts the focus of activity from the teacher to the learners. AI SK's Dynamic Learning Paradigm includes:

- **active learning**, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate and brainstorm during class;
- **cooperative learning**, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability; and
- **inductive teaching and learning**, in which students are first presented with challenges (questions or problems) and learn the course material in the context of addressing the challenges. Inductive methods include inquiry-based learning, case-based instruction, problem-based learning, project-based learning, discovery learning, and just-in-time teaching.

Ways of Thinking

"Be thinkers, not mere reflectors of others' thoughts." Ellen White

"Mr. Roper, there's no way this disc is going to stay in my hand!" said Shalini, "This is why I don't like PE." "Just hold on to it, spin, and see what happens." he replied. She decided to trust him and as she spun faster and faster she realized her fingers didn't need to hold the disc any longer, yet it was staying in midair. "Mr. Roper, Mr. Roper, it's working!!"

In science, the grade 10 class were challenged with a question "How do planets stay in orbit?" Students were given a bucket of water and asked to design an experiment to demonstrate centripetal force. Through research their final product demonstrated that they understood that the gravitational force, velocity and rotation of the bucket of water allowed the water to stay in the bucket. "Hey, this is what happened with the disc in PE class today!" Shalini exclaimed, making the connection as the smile spread across her face.

AMERICAN INTERNATIONAL SCHOOL OF KINGSTON

Creativity

Our students learn to:

- be divergent thinkers.
- extend their curiosity and be risk-takers.
- be innovative and inventive.
- develop entrepreneurial skills.

Critical Thinking

Our students learn to:

- identify and ask significant questions.
- make unbiased judgments and decisions to form hypotheses.
- critically reflect on research.
- reason through comprehension, analysis and evaluation.

Making Connections

Our students learn to:

- take a cross-curricular approach to learning.
- apply learned concepts to real-world situations effectively.
- utilize experiences derived from a multi-cultural environment

Tools for Working

“Technology is the campfire around which we tell our stories.” Laurie Anderson

The keyboards of their Macs chattered as students discussed how they would creatively produce their Caribbean history project. Having been taught how to use a variety of software, Mrs. Boxhill’s challenged the students to choose the medium to present their individual project. “Your Prezi is looking good, Araiya. I think Jan is creating an iMovie!” Mrs. Boxhill remarked excitedly.

During the lesson, Bobby filtered through a variety of websites trying to find reliable sources to supplement his ideas. While eating his lunch he and his friends researched, finding a YouTube video to complement the docu-drama shown in class. Bobby has always been interested in comics and he chose to use Comic Life. Through the narrative in his Comic Life, Bobby was able to compare and contrast the respect that the Amerindians had for the environment to his present day experiences.

Information Literacy

Our students learn to:

- appropriately access relevant information.
- critically evaluate and manage the information.
- use information accurately and creatively.
- use information ethically as a base to construct their own ideas.

Information Communication and Technology Tools

Our students learn to:

- iPads, laptops, graphing calculators, geometry sketchpad, digital probes, interactive whiteboards and LCD projectors.
- Digital resources including apps, videos, programs, blogs, etextbooks, Google, Bing etc.

Ways of Working

“When we change the way we communicate we change society.” Clay Shirky

As Tiara looked at their table full of recycled and reusable bags, brochures and t-shirts, she reflected on the journey her class had taken. Her Grade 8 class had been presented with the opportunity to develop a sustainable solution to address a global problem. They initially collaborated as small groups to research global issues and potential products. Lively discussions took place and as students were open to new ideas they came together and chose ‘Bag the Bag’ as the one most appropriate to address their global issue.

As a class, the leaders, designers, researchers, economists emerged and performed their roles as part of a team. Students demonstrated flexibility to new ideas from their peers. The researchers worked with the economists to develop a business plan. Ideas were bounced back and forth and a plan for implementing manufacturing and marketing was agreed upon and completed. At the conference students created and presented posters, brochures, a Prezi and an iMovie to communicate and share their sustainable project. The students learned networking, planning and implementing, global problem solving skills, and living the creative process as a team. After AISK’s Global Issues Network (GIN) group made their presentation at the Carol Morgan School in Santo Domingo, another school commented, “We recognized that plastic grocery bags are also a problem in our country, however we did not have an alternative resource to offer. This is a great project.”

Before Tiara could blink twice, all the reusable bags were gone and the demand, instead of waning, had increased. Tiara and her team are looking forward to continuing this project and further collaboration to implement it on a wider scale.

Communication & Collaboration:

Our students learn to:

- effectively deliver ideas appropriate to the audience.
- use a range of listening skills.
- effectively use verbal and non-verbal forms of communication.
- communicate clearly and coherently.
- identify skills of group members in order to maximize efficiency and productivity.
- work together in partnership in a variety of settings.
- share ideas and value the contribution of others.
- be flexible and open to change to achieve a common goal.
- recognize their individual responsibility as part of a team.

Skills for Living

“Think globally, act locally.” Patrick Geddes

Toby ran towards the garden ready to plant his pumpkin seeds. In one of our units in Elementary School we had been studying plants. With this we decided to construct a vegetable garden in order for students to experience the growth of a seed into a plant. Students planted crops such as pumpkin, watermelon, cabbage, pack choi, egg plant, basil, dill and tomatoes. Each day they participated in weeding, watering and cultivating their plants, watching with great anticipation. They soon recognized the impact of environmental circumstances and conditions and how this affected their garden. In lessons, students discussed the importance of food production and its worldwide impact. They harvested their crops and classes used the produce to create delicious dishes to enjoy at lunch time. Students also took the initiative to create a Farmer's Market where they sold their produce to the school community. “This is the greatest pumpkin soup ever!” Toby exclaimed, “If I do say so myself!”

Global Awareness

Our students learn to:

- work with and appreciate others from diverse cultures and backgrounds.
- recognize their responsibility as global citizens to positively implement change for those who are socially and economically disadvantaged.
- have an awareness of social, environmental, entrepreneurial and political issues that exist on a global level and to effect change locally.

Adaptability

Our students learn to:

- work and manage effectively in a variety of contexts and situations.
- understand and respond to constructive criticism.
- effect change when faced with a variety of constraints.

Holistic Environment

“To make positive choices for the rest of your life, you need an environment that is supportive, inspiring, constructive and enjoyable.” Anonymous

Physical Environment

Nestled at the base of the majestic Blue Mountains, AISK is located on a beautifully pristine and green 9-acre campus. Complementing the athletic prowess that Jamaica is known for, our campus is complete with football field, basketball and tennis courts. Our 24-hour safety systems provides the highest level of security.

The facility is a catalyst for AISK's Dynamic Learning Paradigm (ADLP) and our seemingly traditional classrooms are reinvented, indoors and outdoors, to teach tomorrow's reality. Upon arrival, the entire community is provided with instant, secure and reliable high-speed digital access that reflects the world in which we work and play. Small class sizes allow for ever-changing class groupings which guarantee unique lesson experiences reflecting our dynamic curriculum. Student collaboration and individualized learning come alive in these varied classroom settings.

Social-Emotional Environment

The socio-emotional environment mirrors our physical space as it promotes creativity, independence and self-awareness in our community. Students are encouraged to vocalize original ideas, develop their leadership skills and be enterprising, all within an open and relaxed atmosphere. The ADLP experience embodies the Jamaican motto, 'Out of Many, One People' as our many cultures blend harmoniously creating an environment of understanding, appreciation and acceptance. At AISK our community truly believes and exhibits that anything is possible!